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ABSTRACT

An incentive program was developed to reduce teacher absenteeism in a large community high school (2,200 students) in South Florida. The four-point program included improved record-keeping systems, increased communication and information dissemination, internal recognition, and a cash lottery system. Pre- and post-attitudinal tests were administered to teachers and school administrators, and pre- and post-program teacher absentee rates were compared. Findings indicated a 20 percent reduction in absentee rates, improved teacher awareness of personnel policy, and increased administrator support of the new record-keeping system. Extensive appendices contain program correspondence, record-keeping forms, and statistical findings. (18 references) (LMI)

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'CUT SICK-PAY A DAY'

AN INCENTIVE PLAN TO REDUCE TEACHER ABSENTEEISM

by

Nancy A. White

A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

March/1990

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ABSTRACT

'Cut Sick Pay A Day', An incentive Plan to reduce Teacher Absenteeism.
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Improving above average teacher absenteeism at a large high school was addressed by this practicum project. Surveys indicated that teachers were not aware that a problem existed and that many had inaccurate assumptions about county sick-leave policy. An incentive program was developed. The four part program included improved record keeping systems, increased communication and dissemination of information, several forms of internal recognition and renewed motivation through the use of a lottery with cash prizes. The results indicated that a combination of information (awareness), recognition, and motivation can significantly improve teacher performance. A 20 percent reduction in absenteeism was attained which translated into a monetary savings of $2,800 (during a ten week period) for the school system. Appendices include samples of posters and memos, record keeping forms, and graphic analysis of the results attained.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Signed_____
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Student's Name Nancy A. White

Program Site West Palm Beach Date February, 1990

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Observer's Position Assistant Principal Phone # 641-1200

Observer's comment on impact of the project (handwritten):

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CHAPTER I

Purpose

The setting for this practicum is a large community high school located in the eastern part of South Florida which services students in grades nine through twelve. This 24 year old facility is one of 15 high schools in a large county system that utilize a classroom management method called the 'unified curriculum'. Since the implementation of the unified curriculum program student achievement has risen each year on the State Student Assessment Test.

Since the school's opening in 1965 the student population has increased from 954 to 2200, an increase of 43 percent. Total enrollment of approximately 2,200 students has been very consistent from 1982 to the current school year. During the second half of the 1988-89 school year there was a small decrease in pupil membership bringing the current enrollment total to 2,066 students. In addition, approximately 5,000 residents are served on a part-time basis through the community school program in the afternoons and evenings.

Students at this school are enrolled in over 200 different courses. Class sizes are manageable and within district specifications. Students score consistently above county and state norms on the Florida State Student Assessment Tests given to all sophomores in the spring of every year (since 1977). This test measures mastery of basic communications and mathematics skills and is required for a diploma to be granted.

The ethnic composition of the student body has remained relatively unchanged for the last five years. It is predominantly white/non-Hispanic (75 percent). Of the minorities black/non-Hispanics make up twelve percent, Hispanics make up ten percent, Asian/Pacific Islanders make up two percent and American Indians/Native Alaskans make up less than one percent.

The faculty of this school consists of 139 full time classroom teachers. Forty-eight are male and 91 are female. Of the males, 54 percent have no children currently at home while 46 percent do have children at home. Of females , 42 percent have children currently at home and 58 percent do not. Sixty-three percent of the teachers hold bachelor's degrees, 31 percent hold master's degrees and six percent hold specialist or

doctoral degrees. At the present time 29 teachers have 0-5 years teaching experience, 35 have 6-10 years experience, while a majority of 75 teachers have 11 or more years of total teaching experience (Appendix A:46). Based upon recent opinion inventories which were conducted during the school's ten-year self-evaluation (1988), the majority of teachers at this school have a high degree of job satisfaction and believe that staff morale is good. Most are satisfied with the administrative staff and feel that the overall curriculum is favorable.

This school has received two noteworthy distinctions in the last year. It was designated as one of five schools in the state of Florida to be a Model School of Technology. With this designation came the responsibility to train teachers in the effective use of technology, especially computer usage, in their classrooms. It has also been named a 'Merit School' by the State of Florida and because of this received a large grant to be used to enhance instruction. The school is currently being evaluated by the county to see if it qualifies for recognition by the Reach for Excellence Awards Program (REAP). All

of these distinctions connote 'excellence' in education.

> You can revise curriculums, toughen graduation requirements, and sing the song of excellence until you're hoarse: If teachers fail to show up for work, all your good intentions will wither on the boardroom floor.

These are the sentiments of Robert Freeman and Franklin Grant (1987), they are also a reflection of the problem addressed in this practicum. In many school systems teachers have joined the ranks of the 'Absentee Culture', using sick days whether they are ill or not (Elliot, 1982).

Each day across the United States almost 200,000 teachers call in sick and a substitute teacher is hired for the day. The result is an estimated annual loss of approximately 75 million hours of time with students at an estimated cost of two billion dollars nationwide (Hill, 1982). Substitute teacher salaries take the largest chunk of these dollars but it is also a fact that the teacher's regular salary continues to be paid during the absence and numerous employee benefit accounts must be maintained as well. Likewise, administrative costs that relate to the maintenance and running of substitute teacher training and screening programs and the costs of clerical personnel who call,

orient, and keep track of the substitute teachers at each school site must also be taken into consideration. There is also a loss of 'credibility' in the eyes of the community.

Numerous studies cite the importance of the regular classroom teacher's presence in the classroom. Time on task has been identified as the single most important variable for estimating student achievement. In a study conducted by the School District of Philadelphia, as reported by Meara (1983), it was shown that students did better in classrooms where the regular teacher had a high number of pay periods with perfect attendance. In a study by Manlove and Elliot (1979) it was found that a substitute teacher is significantly less effective than the regular classroom teacher. James Captain (1980) reported that in a study conducted at Columbia University the regular classroom teacher's performance was 20 times more effective than that of a substitute.

> If the findings about the ineffectiveness of substitutes and the link between real instructional time and student achievement continue to be validated, teacher absenteeism will have to be examined as a critical variable in the decline of student progress. (Elliot, 1982)

At the target school teachers were absent 973.5 days in the 1988-1989 school year. Teachers are assigned four to five classes per day. That amounts to approximately 4,600 class periods (55 minutes each) in which students were not being taught by their regular classroom teacher.

Teacher attendance at the target school is a problem. In May of 1988 the Visiting Committee from the Southern Association of Colleges and Schools (SACS) accreditation organization evaluated this school's ten year self-study. Upon completion of this evaluation a report was produced which cites areas of strengths (commendations) and areas that need improvement (recommendations). Teacher attendance was cited as an area of concern for this school. Their recommendation was that an incentive program for teacher attendance be explored by administrators (Appendix B:48).

Compilation and analysis of county pay records for the 1988-1989 school year indicate that teachers at this school are absent an average of 6.8 days per year (or 3.56 percent of their contracted work days) (Appendix C:50). Authorities suggest that employee absences should not exceed three percent of the total available work time (Elliot, 1982). If average

teacher absenteeism was reduced to 5.7 days per year this would amount to the desired rate of 3 percent. The need then was to reduce teacher absenteeism at the target school from an average of 6.8 days per year to an average of 5.7 days per year. When compared to total days absent this would be an improvement of 16 percent.

If this improvement is attained the school center would realize a savings of over $10,000 in just substitute teacher costs for the first year. Also, students time on task would be increased by over 600 class hours, an increase of about 14 1/2 percent.

The writer's plan was to institute a four part teacher attendance incentive program in the fall of 1989. It was expected that after a ten week implementation period teacher absenteeism at the research site would be reduced by 16 percent as compared to the same ten week period of the prior year. County payroll records were entered into a computer spreadsheet to establish baseline data for the 1987-88 and the 1988-89 school years. Teacher absences (sick-leave only) during the implementation period were entered into the computer which calculated pay period as well as cumulative absenteeism rates and total

absences taken. A comparison of the data obtained from both years was made to measure the changes that occurred in the rate of teacher absenteeism at the research site.

As a result of improved record keeping (new forms and procedures as well as computerized data analysis) it was further expected that after the ten week implementation period administrators would have access to teacher attendance data that was previously not available to them or difficult for them to obtain. This was measured by a survey of administrators in which they verified the availability of, or lack of, teacher attendance data at the conclusion of the practicum experiment (Appendix D:53). The survey employed a Likert scale ranging from 1-(disagree strongly) to 4-(agree strongly). A mean score of 3.0 was considered sufficient to demonstrate support of the improved record keeping system.

Finally it was expected that the faculty as a whole would show improvement on at least half of the test items presented on an author written pretest-posttest (Appendix E:55). Improvement was interpreted to mean a minimum increase of at least 20 percent in the percentage of respondents answering correctly.

The test dealt with the teachers' knowledge of county and work site attendance rules (policy), of the benefits of the system in place, and of their own personal attendance record. The percentages of correct responses for each test item on both tests were compared to determine whether or not the difference amounted to an improvement of 20 percent.

CHAPTER II

Research and Solution Strategy

Research

Research about employees in the business world points to the importance of job satisfaction and work site 'climate' in the establishment of attendance patterns. Studies done by Chris Argris (Hersey and Blanchard, 1986) show that when people feel stifled at work they find excuses to spend more time away from the job. When people feel personally challenged by and satisfied with their job they come to work gladly.

The way to get worker attendance levels to improve then, is to attempt to provide those things necessary for employee satisfaction. Maslow's hierarchy of needs study (Hersey and Blanchard, 1988) illustrates how a worker's lower level needs must be met before the higher levels, which result in 'job satisfaction', can be achieved. The lower level needs are items needed to sustain life: food, clothing and shelter. The needs proceed through levels of safety (security) and through levels of social affiliation. Once these needs are met the worker then seeks recognition (self-esteem) and self-actualization. It is when these last

two levels begin to emerge that the worker has the greatest job satisfaction.

The technique of 'force field analysis' as developed by Kurt Lewin (Hersey and Blanchard, 1988) promotes the idea that not all needs can be met by the organization. In reality a trade-off occurs. In every situation there are 'driving forces' and 'restraining forces' which must balance out. If there exists more restraining forces than driving forces a deterioration of climate will occur. High worker absenteeism is an indicator of such deterioration.

These ideas are reinforced by the work of Frederick Herzberg (Hersey and Blanchard, 1988). He theorized that certain aspects of a job (working conditions, money, security, company policies, interpersonal relations) could be classified as 'hygiene factors'. These factors are related to the conditions under which a job is performed and are not directly related to the work itself. Favorable hygiene factors prevent dissatisfaction, but in and of themselves do not produce satisfaction. Feelings of satisfaction result from feelings of achievement, professional growth, and recognition. These factors

are called 'motivators'. When motivators are present productivity and attendance improve.

The Richland One Project, a program based upon the research of Herzberg, was an ambitious attempt to improve teacher attendance in a large school district (Pellicer, 1984). The district attempted to identify causes of job satisfaction and to eliminate dissatisfaction at each school. Task forces were set up at each school to assess teacher attitudes (using a Likert scale), to select concerns to be addressed (eliminating those that were beyond the control of the building level administrators), to organize committees that would design programs, and then to oversee the implementation of the programs chosen. Staff members were very willing to participate. Teacher attendance was used to measure success.

According to district productivity standards 90 percent of the teachers at each school should accumulate eight or fewer absences per year. None of the schools in the study met that productivity standard prior to or after the project was implemented. Principals who participated in the year-long project attributed its failure to their feeling that it was too broad in scope and that more 'time' was needed before

an accurate assessment of the project's effects could be judged.

Their point is well taken. Likert's studies found that rebuilding a group's morale (motivation) may take from one to three years in a small organization and may take several years in a larger group (Hersey and Blanchard, 1988). It must also be noted that some recent studies question the validity of the job satisfaction-absenteeism link (Bridges, 1980).

Teacher absenteeism, in theory, can be improved by making teachers aware of their individual attendance patterns. James Lewis, Jr. (1982), director of the Educational Improvement Center/Northeast (a regional service center for New Jersey schools), advocates the use of computers to track teacher attendance. Monthly computerized attendance profiles would be generated and made available to each staff member and to the administration. Employees would then use the profiles to monitor their own attendance. The reports would allow administrators to review overall attendance patterns and to do follow up counseling when needed. This approach may be successful if used in combination with other incentives. It was not tested by Lewis.

Harclerode (1979) reports that 40 school districts in New Jersey realized annual reductions in absenteeism ranging from 19 to 33 percent in one year. Their attendance improvement plans were based upon the findings of a year long manual data collection in which teacher attendance patterns were recorded and analyzed. Based upon each individual school's analysis of their own data an Attendance Improvement Plan (AIP) was developed and put into operation. Recommended procedures included the development of a concise policy statement (insuring employee understanding of sick leave use and of administrative expectations of good performance), continued data collection, and some form of internal recognition.

In 1982 John White conducted a field study to discover how teachers felt about a bonus plan for good attendance. Though limited in scope his work indicates that the majority of teachers surveyed would favor a bonus plan. It further indicates that the teachers felt that absentee rates would drop as the result of such a plan.

During the 1985-86 school year a very effective attendance incentive program was begun in the DeKalb County (Georgia) school system (Freeman and Grant,

1987). The project included the entire school district and involved administrators as well as teachers and other staff members. The plan was instituted as the result of a study of records done in the previous school year which indicated that their rate of staff absenteeism was above the national average. The incentive program consisted of two basic parts: public recognition and financial reward.

Recognition was given in several ways. Letters of commendation were issued to staff members with low absence rates at the end of the year. Copies of these letters were also placed in the recipient's personnel file. Lists of employees with perfect attendance were posted monthly in all schools and schools with good and improving records were awarded certificates and plaques. A trophy was presented to the school with the best overall attendance record.

Financial rewards came in the form of savings bonds. Teachers with perfect attendance for the year received a $300 U.S. savings bond. Teachers with two or fewer absences were issued a $200 bond. Teachers with four or fewer absences got a $100 bond. Bonds were advertised using their value at maturation, actual outlay was much less. All employees with perfect

attendance for the year were included in a drawing for a computer that was donated by Apple Computers, Inc.

The DeKalb County plan increased staff attendance by 16 percent in the first year and saved the county $156,000 in substitute teacher costs. Of 7,700 full-time employees 929 had perfect attendance and a total of 2,719 staff members were able to maintain records of four or fewer absences.

In 1979 the Houston Independent School District instituted a voluntary incentive pay plan for teachers called The Second Mile Plan (Say and Miller, 1982). Stipends were awarded for performance in six different categories. Teacher attendance made up one category. Incentive pay was awarded to teachers who exceeded the minimum requirement: ten or fewer days the first year and then five or fewer days absent per year from then on. Stipends ranged from $50 to $500.

In the first two years teacher attendance increased from 95.6 percent to 96.1 percent. Other improvements include increased staff stability, decreased shortages in critical teaching areas and improved student achievement scores in grades seven through twelve.

In a review of studies related to 'flextime' (a general term referring to ways in which employees are given some leeway in their work hours) conducted during the 1970's and 1980's it was found by Ralston and Flanagan (Hall, 1987) that 75 percent of these studies had documented reductions in absenteeism. It therefore appears that matching working hours to employee needs is a viable method to consider. It was also found that the absentee rate of women dropped to the rate of their male co-workers when flextime schedules were used.

The Merrick, Long Island, school district was able to cut teacher absences by 55 percent in one year (Gendler, 1977). The superintendent of this small district developed a strict policy statement as to sick leave use and attendance expectations. Attendance was added to the yearly teacher evaluation form. The superintendent met with principals and department heads explaining to them that they were accountable for implementing the new policies. He directed them to discuss attendance problems with the staff and allow time for improvement. Teacher attendance was then periodically reviewed by the superintendent or his appointee.

After contacting all of the local secondary schools in the district it was found that only one provided an incentive program to encourage teacher attendance. At this middle school a lottery was held each nine-weeks for small cash awards ($50, $30, & $20). Staff members with perfect attendance for that period of time were eligible to be in the lottery. The program was begun in the middle of the 1987-88 school year. The administration feels that attendance has improved but no records were kept to determine the effectiveness of the program (Hersey, 1989). Evaluation is further hampered by the fact that a large reduction in force (RIF) took place at the beginning of the 1988-89 school year. Any type of RIF 'can' cause worker attendance rates to improve (Pitkoff, 1981).

In some cases punitive measures were used to reduce teacher absenteeism. Although, such approaches do show some initial success, James Lewis, Jr. (1981) summarizes that these results are usually not lasting.

Solution Strategy

Of the 'successful' attendance improvement plans researched by the author it was found that one or two key factors were present in each. Those factors related to decreased absenteeism include recognition, financial reward, awareness of district attendance expectations, awareness of personal attendance record, favorable 'climate', job satisfaction, accurate record keeping, motivation and flextime scheduling. Some of these single factors produced positive results by themselves where others did not. The most successful projects included a combination of factors.

Research shows that job satisfaction and a positive working climate increase productivity (implying an improved attendance rate) but the failure of the Richland One project suggests that improving job satisfaction alone is not enough to produce a significant improvement in teacher attendance patterns. The majority of teachers at the target school of this practicum have expressed a high degree of job satisfaction. Therefore, a program aimed at improving job satisfaction would have little impact.

Research has also shown that flextime scheduling will usually improve attendance. But here again the

administrators at the target school do provide teachers with the opportunity to express their time needs and in most cases those needs are accommodated. For example, staff members with child care needs in the morning can exchange extra duties or time for a first hour planning period which would accommodate a later starting time.

The three most successful plans researched utilized varying forms of recognition, varying degrees of monetary reward, some type of accurate record keeping and methodology aimed at increasing teacher awareness. None of these strategies were being utilized at the target school.

The writer, therefore, instituted a four pronged attack to combat teacher absenteeism at the research site. Record keeping was expanded and improved. Data collection was computerized. Teachers were 'sensitized' to the importance of their regular attendance and were helped to perceive the fact that teacher absenteeism at their school was a serious problem. They were made aware of school policy regarding expected attendance performance and of their own individual attendance patterns. Those with excellent attendance records were recognized for their achievement, and all teachers were motivated by the

potential to win a cash prize in the well advertised drawing.

The lottery that was offered as part of the incentive program was funded by the principal at the research site. It was agreed that $225 in bonus money would be provided. 'Cut Sick-Pay A-Day' was the marketing plan. Three lucky winners received cash prizes. Only those with perfect attendance for that 9-week period were eligible to be included in the lottery.

CHAPTER III

Methodology

Preliminary Investigation

Collection, interpretation and organization of preliminary data was the lengthy process that began this practicum in the spring of 1988. Both the visiting committee from SACS and the administration at the project site agreed that teacher absenteeism was in need of improvement, but it took an intense look into old payroll records to actually prove that there was a problem.

Attendance tracking was not computerized at our school site and though such information was in the mainframe computer at the county school board office, it was not available. That is to say, there was no computer program in existence there that could access that information. County sources indicated that it was hoped that such programming would be incorporated into a new computer system that was being planned for installation a few years in the future.

To determine the exact rate of teacher absenteeism at the research site, written payroll records for the '1987-88' school year were located. Information from

each pay period summary was entered into a computerized spreadsheet. A listing of each teacher's attendance record was generated and the compiled list was shared with the principal. Shortly thereafter a second list was generated which breaks down the total faculty performance by pay period. It included listings of sick days used, days available in the pay periods, the percent of days used as sick leave for that period, and the cumulative percent of sick leave used (Appendix F:57).

It was found that during the '1987-88' school year there were 133 teachers who had been absent a total of 945.5 days (compensation time off and temporary duty elsewhere were not included). This amounts to an average per teacher usage of 7.1 days annually. It also means that teachers were absent 3.74 percent of the total available work time for that year.

Early searches of the literature indicated that nationally, the average teacher was absent 8 days per year (Elliot, 1982). This disturbing information seemed to infer that our absentee rate was actually better than average. Continued research revealed however, that most authorities agree that employee absences in general should not exceed three percent of

the total available work time (Elliot, 1982). Furthermore, numerous studies have indicated that the teaching profession nationwide has an attendance problem. Absenteeism in schools across the nation has jumped by five percent in each of the past sixteen years (Hill, 1982). It was presumed then, that the average teacher's attendance performance nationwide was below what it should and could be. Our goal then became that of trying to match the private sector's employee absentee rate of three percent. This would require that we lower teacher absenteeism from the 1987-88 average of 7.1 days used per teacher to a rate of 5.7 days.

During the remainder of the 1988-89 school year payroll records were continually being accessed and two computer generated listings were produced. As before, one list showed individual teacher attendance performance and the second list showed total faculty performance broken down by pay period. By the conclusion of the 1988-89 school year attendance had improved slightly. The average annual teacher absenteeism rate decreased to 6.8 days per teacher which means that absenteeism had accounted for 3.56 percent of the total available work time.

It should be noted here that county-wide cutbacks in teaching staffs were being implemented at the beginning of the second semester and that student enrollment at the research site was below expectation. Tensions were high and many teachers feared for their jobs. It is documented by Pitkoff (1981) that such RIF's are responsible for 'temporary' improvements in worker attendance rates. As no other variables were identified to account for the decline it was presumed that the RIF was responsible for the improvement.

Analysis of the data for both years showed that (cumulative) teacher absenteeism increased throughout most of the school year peaking in April and slightly declining from then on to the end of the school year. This is similar to the national trend in which absenteeism increases steadily throughout the year (Gaudet, 1963).

It was decided that the incentive plan would be initiated at the beginning of the 1989-90 school year. Results attained would be compared to those attained in the same ten week period of the prior year and then analyzed to see if absenteeism had improved by the anticipated 16 percent.

The Incentive Plan

An incentive plan was developed which addressed four areas of weakness: ineffective record keeping, a lack of awareness that absenteeism was a problem for our faculty, a lack of internal recognition for superior performance, and a lack of motivational forces to maintain the desired performance. A task checklist was developed at this time to assist the researcher in the implementation of the plan (Appendix G:60).

Motivational theorist such as Kurt Lewin and Everett Rogers agree that the first step in the change process is 'awareness'. Unless teachers comprehend that absenteeism is a severe problem, the subject is simply too general to elicit much concern. As a rule, most people do not imagine themselves as a problem or even a contributor to a problem. By presenting the facts and the percentages the issue becomes much more difficult to avoid.

The facts were presented to the faculty in several different modalities. A pretest was constructed and administered to the teachers prior to the first staff meeting of the new school year. After the pretest was completed a brief introduction by the principal was followed by my oral presentation (Appendix H:63) to the

group. The problem, the goal, and the incentives were addressed. The staff's attention was directed to a large new bulletin board located in a prominent position in the main office building. The board's purpose was to display the names of all teachers with perfect attendance during a 9-week grading period. Names would remain on the board until such time that a paid sick-day/personal leave day was used. At that point names would be removed.

Posters were constructed utilizing a computer graphics program called Print Master. Topics included such items as: a simple statement of the problem, graphic illustrations of sick-leave benefits and requirements, program goals, and the relationship of teacher attendance to student achievement (Appendix I:65). Posters were then displayed in numerous locations (teacher workrooms, faculty lounges, teacher mailbox area, etc...) around campus.

The writer also personally promoted the program through word of mouth. A point was made to be very visible on campus. Because of this extended presence staff questions and concerns were provided with immediate, very positive feedback.

Several topics were identified as weaknesses from analysis of the pretest and from verbal discussion with faculty members. Poster-memos dealing with these topics were produced on colored paper and inserted into teacher mailboxes at intervals throughout the implementation period.

It has been reported in numerous research reports that involvement of the immediate supervisor is imperative for the success of any new program. The desired change must be perceived by the employees as one that is valued by the 'boss'. The principal at the research site was an invaluable resource for this project. The impact of this administrator's quiet support, contribution of funds, and active participation in the drawings cannot be underestimated.

The second major weakness, ineffective record keeping, was addressed by the following activities. First, attendance data from 1987-88 and 1988-89 (typically stored in paper files) was manually entered into a computerized storage system. The author utilized a computer program called SuperCalc, which is a spreadsheet program capable of handling large amounts of information. Current attendance data (fall,1989) was first transferred on to simple collection forms and

then was entered into the spreadsheet. Finally it was entered on to a single sheet 3-year calendar. The purpose of the calendar was to provide administrators with a visual representation of a single teacher's attendance patterns over time, giving them an opportunity to observe and address potentially negative attendance patterns before they become severely problematic. The calendar was produced utilizing a desk top publishing computer program called PageMaker which allowed for the manipulation of text sizes and fonts (Appendix J:69).

Statistical data gathered via the spreadsheet was transferred into a word processing program, Writing Assistant, to be printed out in a manner that allowed for ease of interpretation (Appendix K:71). This information, along with the 3-year calendars and other related forms, was housed in the main office building to provide easy access to it by all administrators.

The need to provide recognition for a job well done, the third weakness addressed by this project, is well noted in a multitude of literature. As Frederick Herzberg (1982) implies in his well known Motivation-Hygiene Theory, recognition is a motivator by itself and without it newly developed behavior patterns slowly

disintegrate. This project utilized several forms of recognition. The 'Perfect Attendance' bulletin board in the main office provided recognition. People like to see their name associated with desirable performance, especially if others can see it too.

At the end of the 9-week grading period all faculty members with perfect attendance received a colored certificate paying tribute to their accomplishment. These certificates were produced on the computer utilizing a program called Awardware. Certificates were signed by the president of the student council as an expression of thanks to the teachers from the student body (Appendix L:74). Many teachers proudly displayed their certificates in their classrooms so as to motivate their students in turn. Along with the certificates, teachers received engraved pencils as an accolade for their superior performance.

Recognition was also provided through the school wide distribution of a congratulatory memo. The memo listed the names of all teachers with perfect attendance for that quarter. A copy of this memo was also given to the administration and was posted in the main office building (Appendix M:77).

To provide motivation, the final weakness to be addressed, cash bonuses of $100, $75, and $50 were offered as an incentive. Teachers with perfect attendance at the end of each 9-week grading period were eligible to be included in the drawing for the three bonus awards. The principal assisted the student council president in drawing the three winning names. To enhance the setting for the drawing a continental breakfast was held concurrently for all eligible teachers. Funding for the cash bonuses was provided by the principal. The continental breakfast was sponsored by several local merchants who contributed the food and drink items served at the breakfast. Food items included various fruit selections, donuts, pastries, cookies, and nuts. Drinks that were provided included coffee, tea, and a selection of fruit juices.

To build anticipation and promote extra efforts towards maintaining a perfect attendance record near the end of the term, advertisement of the upcoming event (drawing and continental breakfast) was begun about three weeks early. Posters, memos, and announcements were utilized. For example, a blank oversized check was produced on PageMaker showing a

cash amount of $100 and asking the question, "Could this be yours???" (Appendix N:79).

Evaluation Steps

To assess the effectiveness of the program at improving 'teacher awareness' a posttest was distributed to teachers via the mailbox insertion method along with a memo expressing thanks and requesting cooperation. The posttest results were compared to the pretest results for the faculty as a whole on a question by question basis to determine the percentage of improvement on each test item.

To evaluate the effectiveness of the new record-keeping system a survey was produced which allowed administrators to verify the effectiveness and availability of teacher attendance data as produced through the new system. The survey employed a Likert scale ranging from 1-(disagree strongly) to 4-(agree strongly). Scores were compiled and analyzed to determine the mean score.

To determine how effective the program was at motivating teachers to improve their attendance performance the actual absentee rates for the term were gathered and compared with the rates attained for the

same ten week period of the prior year. The difference in performance between the two years was calculated.

CHAPTER IV

Results

The first objective was to improve the 'awareness' of the teaching staff to the absentee problem at our school site. The results of a ten question posttest were used to assess the staff's awareness of specific aspects of the absentee problem, including county policy and benefits. An analysis of each question follows.

Question number one asked the respondent if they were aware that absenteeism at the research site was above the private sector national average for worker absenteeism. Only 16.6 percent of the respondents were aware of this problem. This rate jumped to 45 percent on the posttest, an improvement of 29 percent.

Question number two inquired whether or not the respondent was aware of exactly how many sick days he/she had utilized during the prior year. The majority, 71.5 percent, answered in the affirmative. This rate improved to 98 percent on the posttest. This was a betterment of 26 percent.

Question number three asked teachers if they agreed with the statement, "Teacher attendance is directly related to student achievement." Sixty-four percent of respondents agreed with the statement, the correct response. This improved to 84 percent on the posttest, an increase of 20 percent.

Question number four delved into the teacher's knowledge of county sick-leave policy inquiring as to how many years a teacher must remain in the system in order for the board to buy back their accumulated leave. Only six percent of the respondents could answer this question correctly. After program implementation this rate improved to 84 percent, an upward adjustment of 59 percent!

Question number five inquired as to the rate at which sick leave is eventually purchased. Sixty-nine percent of those responding could answer correctly on the pretest whereas 91 percent could do so on the post-assessment. This amounts to an improvement of 22 percent.

Question number six asked teachers whether or not the following statement was true, "Several other counties in Florida (and around the nation) who used to buy back sick leave days, have backed off or have

reduced rates." The statement is accurate but only 13 percent of the teachers responding thought so. Posttest results were still negative with only 27 percent of respondents believing the statement to be true, amounting to a slight improvement of 14 percent.

Question number seven inquired as to the maximum number of sick-leave days that the board would purchase. Eighty-seven percent of the teachers were aware that an unlimited number of days could be accumulated and this rate improved to 95 percent on the post-assessment, an improvement of eight percent.

Question number eight was designed to determine if teachers knew that by board policy a teacher who resigns (not retires) from the system would still be paid for accumulated sick-leave provided that the employee was in the system for the minimum required 12 years of service. Initially only 28 percent of the respondents were aware of that policy. Post-assessment showed an improvement of 24 percent raising the percentage of correct responses to 52 percent.

Question number nine asked teachers if they agree with the statement, "Last year at this school the average teacher used approximately seven days of sick leave." Twenty-eight percent of the respondents knew

this to be true. Upon reassessment that percentage increased to 62 percent showing a gain of 34 percent.

Finally, question number ten asked teachers to indicate the amount of money they suspected was spent on substitute teacher salaries at our school during the previous year. Only 23 percent were able to give the correct answer of $75,000. The posttest results indicated that 40 percent of the respondents could answer this question correctly which was an improvement of 17 percent.

Success in this category was interpreted to mean that the faculty as a whole would show a minimum 20 percent improvement rate on at least half of the test items presented on the pretest-posttest. As the above breakdown demonstrates, a 20 percent or better improvement was attained on seven out of ten (70 percent) test items (Appendix O:81). This is well above the 50 percent required to establish success on this objective.

Objective number two was to improve record keeping procedures including computerized data analysis and the development of new forms for attendance tracking. As a result of the new procedures it was anticipated that administrators would have easy access to attendance

data that was previously not available to them or that was difficult for them to attain. A survey utilizing a Likert scale was employed to assess the degree of support among members of the administrative staff. The scale utilized ranged from 1-(disagree strongly) to 4-(agree strongly). A mean score of 3.0 was established as sufficient to demonstrate success on this objective.

The principal and five assistant principals were given the survey. Of these six administrators five returned scores of 4.0 and one had a score of 3.35. This produced a mean of 3.89, demonstrating enthusiastic administrative support and attainment of objective number two (Appendix P:83).

The final objective was to decrease teacher absenteeism during the implementation period by 16 percent. After the first 10 weeks of the 1988-89 school year cumulative absenteeism was at 2.63 percent (Appendix Q:85). A total of 184.5 sick leave days were used. In order to be able to compare this data with the results obtained during the implementation period it was necessary to convert to a daily rate (1.29 days absent per teacher) and adjust the total to 179.3 days to account for the difference in the number

of teachers on staff between the two years. After the first ten weeks of the implementation period (1989-90 school year) cumulative absenteeism was at 2.09 percent (Appendix R:87). A total of 142.5 sick leave days were used which produces an average rate of 1.025 days per teacher. A total of 36.9 fewer sick leave days were used during the implementation period, an improvement of 20.5 percent. This is far above the anticipated improvement rate and an indication of the successful attainment of this objective (Appendix S:89). In addition, assuming that each day was covered by a daily substitute teacher at an average cost of $77 per day, an estimated savings of $2,800 was realized.

CHAPTER V

Recommendations

Suggested Changes in the Project

Though the project was highly successful there are a few changes which, had they been implemented, may have had a beneficial effect on the outcomes. First, the method used to distribute the posttest (via mailbox) did not yield a high rate of return. Better return results would have been attained had the posttest been distributed during a required faculty meeting or through department heads. At the very least the mail box method should not have been used at a time when teacher's boxes were overflowing with other items, as was the case in this project (at the end of a marking period).

The second change that could be made would be to include the entire staff (instructional and non-instructional) in the drawings. There was a certain amount of resentment evident among members of the non-instructional staff for not being included. This could have negatively impacted members of the instructional staff.

Finally, it is suggested that prior to the implementation of an attendance incentive program the teacher handbook be revised to include a section on teacher absences. At the present time the handbook at the research site states nothing more than who and when to call in case of absence. The section should be rewritten to include a statement as to the value of regular teacher attendance and expected performance. The incentive plan could also be outlined.

For the Future

The success of this practicum project continues to have an impact at the research site. The school's principal requested that the project be continued for the remained of the school year. After twenty weeks of implementation the rate of improvement continues at approximately 19 percent. This has had the effect of reducing absenteeism by 79 days over the same time frame of last year. If each day was covered by a substitute teacher at an average cost of $77 per day then a savings of $6,000+ has already been attained. If year-long implementation is successful a savings of well over $10,000, more than enough to cover the costs of the drawings and the initial outlay of funds for

materials, should be realized (Appendix T:92). Beyond the monetary benefits to be attained is the fact that at the mid-year point, because of improved attendance, teachers spent approximately 400 additional class hours with their students. Research suggests that increased contact time will improve student achievement.

The school has applied for designation as a school of excellence from the Reach for Excellence Awards Program (REAP) and was recently evaluated by a committee of educators to verify numerous standards. In the committee's final report the teacher attendance incentive program was given two separate commendations (Appendix U:94).

The principal at the research site has recently submitted this practicum project to the county for possible district-wide implementation. It is hoped that some of the monetary savings produced by this program can be funneled back into the school, possibly to increase the number of bonus checks available for teachers with perfect attendance.

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Appendices

Appendix A

Teacher Information Survey

TEACHERS, PLEASE TAKE A FEW MINUTES TO FILL OUT THE SURVEY BELOW. THIS INFORMATION IS NEEDED AS BACKGROUND DATA FOR GRADUATE WORK BEING DONE AT NOVA.

THANK YOU !

TEACHER NAME_____

1. YEARS TEACHING EXPERIENCE - TOTAL _____

2. YEARS TEACHING EXPERIENCE AT THIS SCHOOL (COUNT THIS YEAR) _____

3. YOUR SEX (MALE/FEMALE) _____

4. MARITAL STATUS _____

5. NUMBER OF CHILDREN THAT LIVE WITH YOU _____

6. HIGHEST DEGREE EARNED _____

PLEASE RETURN THIS FORM TO NANCY WHITE'S MAILBOX.

THANKS AGAIN !!!!!

Appendix B

SACS Recommendation

Report of the Visiting Committee Representing the
Southern Association of Colleges and Schools
May 1, 2, 3, 4, 1988

2. In order to enhance the school educational objectives, steps should be taken to analyze the facility's needs as they relate to the educational program (curriculum).

3. Steps should be taken to establish a formal system of curriculum development.

4. Explore the possibility of using study halls for students as an opportunity to work on study skills.

5. The school should study ways to improve student access to library services.

6. Encourage teachers and students to utilize the occupational specialists as a means to explore career education.

7. The follow-up survey done by the occupational specialists should be disseminated to the staff.

8. An effort should be made to increase articulation with feeder middle schools relative to course sequencing and placement of students.

9. Establish the practice of providing course content outlines for each student at the beginning of each course. The outline should include items like grading procedures, behavior expectations, homework requirements, and due dates.

10. Steps should be taken to improve the interim reporting forms so as to reduce the amount of teacher paperwork which interferes with instructional time.

***11. School and county level administrators need to explore an incentive program for teacher attendance.**

Appendix C

Attendance Data for 1988-1989

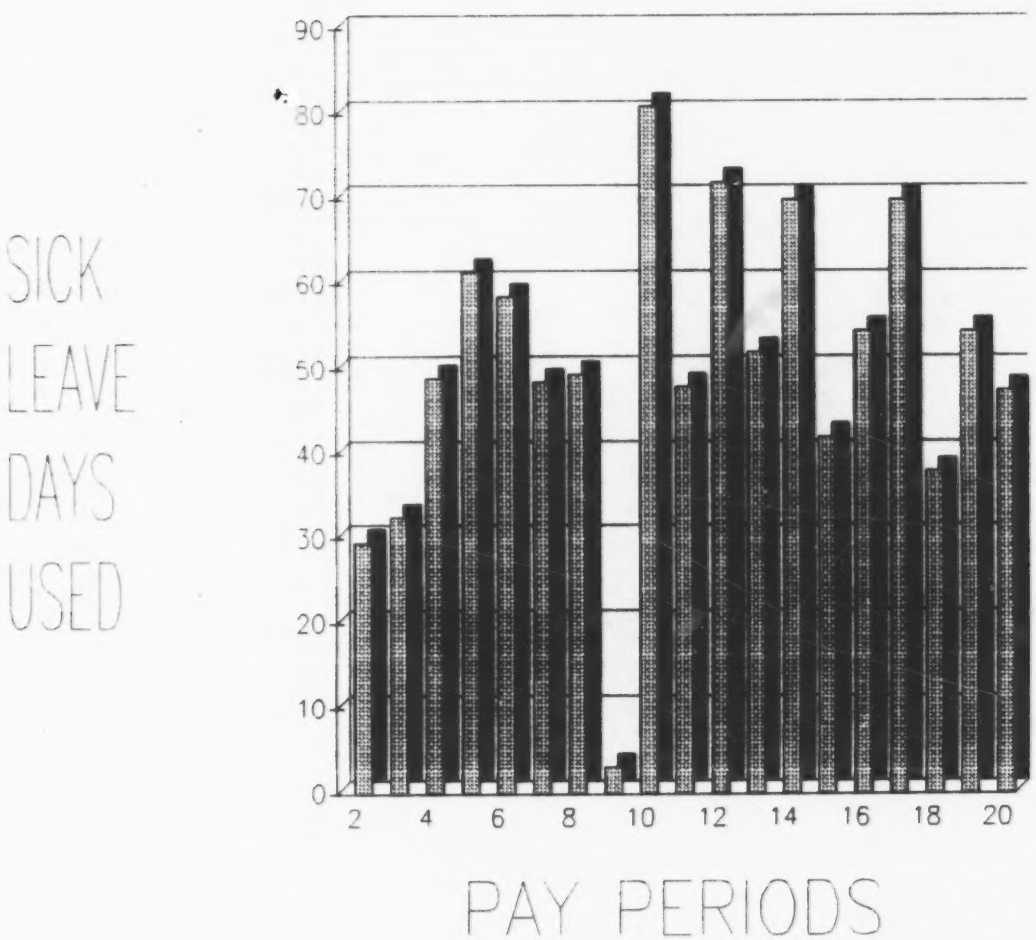
Attendance Data 1988-89

Pay Period	Sick Days Used	Days in Period	% of Days used	Cumm. %
1 (AUG)	12.0	8 (1144)	1.05	1.05
2 (SEPT)	29.5 (41.5)	10 (2574)	2.06	1.61
3 (SEPT)	32.5 (74)	10 (4004)	2.27	1.85
4 (OCT)	49.0 (123)	10 (5434)	3.43	2.26
5 (OCT)	61.5 (184.5)	11 (7007)	3.91	2.63
6 (NOV)	58.5 (243)	10 (8437)	4.09	2.88
7 (NOV)	48.5 (291.5)	8 (9581)	4.24	3.04
8 (DEC)	49.5 (341)	11 (11154)	3.15	3.06
9 (DEC)	3.0 (344)	1 (11297)	2.10	3.05
10 (JAN)	81.0 (425)	9 (12584)	6.30	3.38
11 (JAN)	48.0 (473)	11 (14168)	3.03	3.34
12 (FEB)	72.0 (545)	11 (15752)	4.55	3.46
13 (FEB)	52.0 (597)	9 (17048)	4.01	3.50
14 (MAR)	70.0 (667)	11 (18632)	4.42	3.58
15 (MAR)	42.0 (709)	7 (19640)	4.17	3.61
16 (APR)	54.5 (763.5)	10 (21080)	3.78	3.62
17 (APR)	70.0 (833.5)	10 (22520)	4.86	3.70
18 (MAY)	38.0 (871.5)	11 (24104)	2.40	3.62
19 (MAY)	54.5 (926)	11 (25688)	3.44	3.60
20 (JUNE)	47.5 (973.5)	11 (27272)	3.00	3.56
TOTALS	973.5	190 (27272)	3.56%	3.56%

Based on 143 full time teachers (1st semester) and
144 full time teachers (2nd semester):
973.5 sick leave days were used or 3.56% of the available work time.

Appendix c

TEACHER ABSENTEEISM
1988-89 SCHOOL YEAR



Appendix D

Administrator's Survey Blank

Appendix D

ADMINISTRATOR'S SURVEY

RE: Teacher Attendance Improvement Project

Please circle the number that best corresponds to your knowledge of the 'Perfect Attendance' program.

(1). Teacher attendance data that was not previously available is now available as a result of this practicum project.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

(2). Computerized statistical data and record forms are housed in a convenient location and are easily accessible to me.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

(3). Record keeping forms have been developed and are available for my reference.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

(4). The record keeping system developed, in combination with the computer generated statistical data, appear to be an effective method of attendance tracking.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

THANK YOU FOR YOUR PARTICIPATION!

Appendix E

Faculty Pretest Blank

FACULTY QUESTIONNAIRE

(circle your answers below)

1. Was last year's rate of 'Faculty Absenteeism' at this school above the private sector national average for worker absenteeism?

YES No DON'T KNOW

2. Do you know exactly how many days you were out on sick/personal leave last year?

YES NO APPROXIMATELY

3. Teacher attendance is directly related to student achievement. This statement is:

TRUE FALSE NOT SURE

4. How long must a teacher remain in this system in order for the school board to buy back their accumulated sick leave days?

5 years 12 years 20 years

5. Sick leave days are bought back at what rate?

50% 75% 100%

6. Several other counties in Florida (and around the nation) who used to buy back sick leave days, have backed off or have reduced rates.

TRUE FALSE NOT SURE

7. How many days of sick leave can be accumulated ?

60 days 100 days unlimited number of days

8. Will the school board buy back sick leave from a teacher who resigns (as opposed to retires) from the system with the appropriate number of years of service?

YES NO DON'T KNOW

9. Last year at this school the average teacher used 7 days of sick leave.

TRUE FALSE DON'T KNOW

10. Approximately how much money was spent on substitute teacher salaries at this school last year?

$25,000 $75,000 $125,000

Appendix F

Attendance Data for 1987-1988

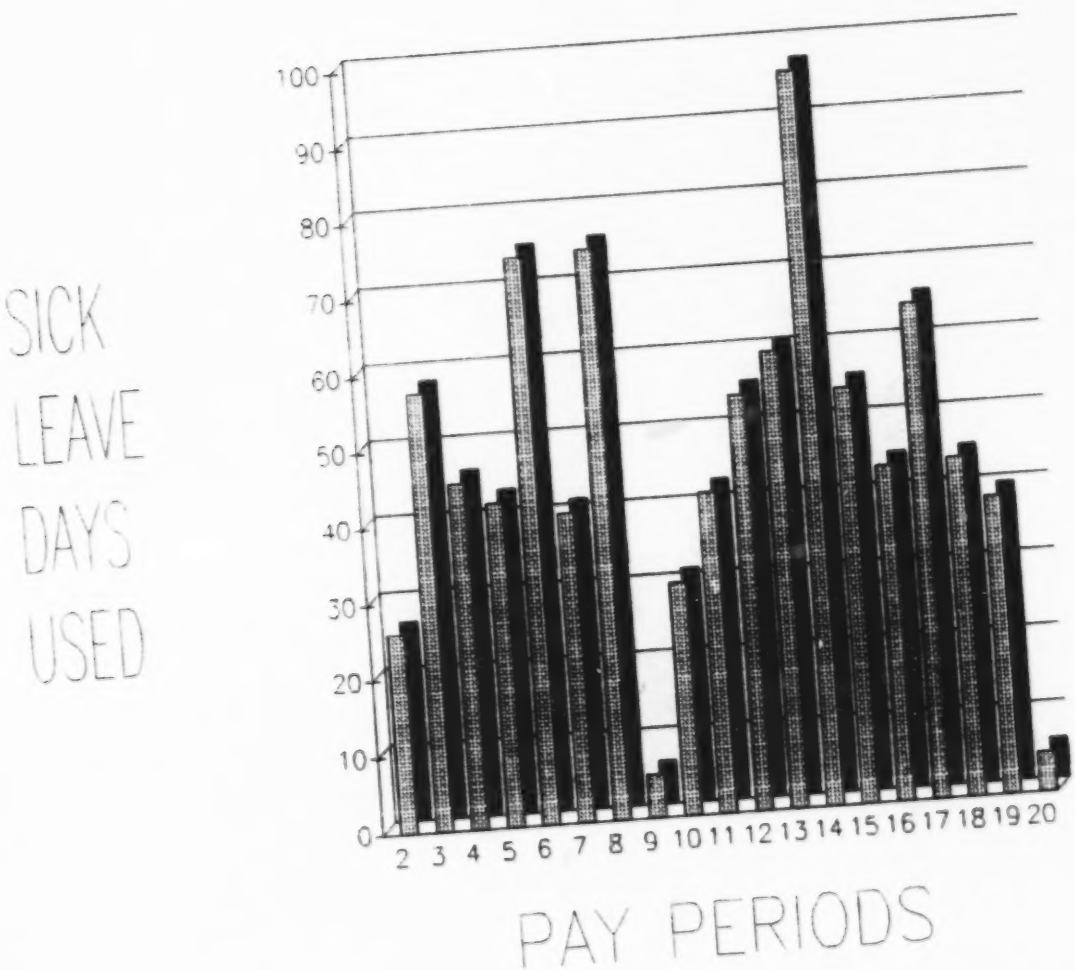
Attendance Data 1987-88

Pay Period	Sick days Used	Days in Period	% of Days used	Cumm. %
1	43.0	11	2.94	2.94
2	26.0	10	1.95	2.47
3	57.5	10	4.32	3.07
4	45.5	11	3.11	3.08
5	42.5	11	2.90	3.04
6	74.5	9	7.06	3.50
7	40.5	8	3.81	3.54
8	75.0	11	5.13	3.75
9	5.5	3	1.38	3.67
10	30.5	10	2.29	3.52
11	42.0	9	3.51	3.52
12	54.5	10	4.10	3.57
13	60.0	10	4.51	3.65
14	96.5	11	6.60	3.89
15	54.5	8	5.12	3.96
16	44.0	10	3.31	3.92
17	65.0	10	4.89	3.98
18	44.5	10	3.35	3.94
19	39.0	11	2.67	3.86
20	5.0	7	.54	3.74
TOTALS	945.5	190	3.74%	3.74%

Based on 133 full time teachers:
945.5 sick leave days were used or 3.74 % of the available work time

Appendix F

TEACHER ABSENTEEISM
1987-88 SCHOOL YEAR



Appendix G

Task Checklist

TASK CHECKLIST

	CHECK
DAILY	
1.) Update Attendance Bulletin Board	___
2.) Update Absentee Record Calendars	___
8/21 - 8/31 (9 days)	
PAY PERIOD ONE	
Pre-planning: 1. Presentation to faculty	___
2. Pre-test given to faculty	___
Early: Handbill on Goals and Motivation	___
Middle: Handbill on our school's attendance statistics for past year and problem identification	___
End: 1. Enter absences into a spreadsheet	___
2. Compute pay period totals for	
a. each teacher	___
b. total staff	___
3. Compute pay period percentage	___
9/1 - 9/15 (10 days)	
PAY PERIOD TWO	
Middle: Handbill on research about student achievement and substitute effectiveness	___
End: 1. Enter absences into a spreadsheet	___
2. Compute pay period totals for	
a. each teacher	___
b. total staff	___
3. Compute pay period percentage	___
4. Compute cumulative percentage	___
9/18 - 9/29 (10 days)	
PAY PERIOD THREE	
Middle: Handbill on sick leave accumulation and buy back policy of county	___
End: 1. Enter absences into a spreadsheet	___
2. Compute pay period totals for	
a. each teacher	___
b. total staff	___
3. Compute pay period percentage	___
4. Compute cumulative percentage	___

TASK CHECKLIST

10/2 - 10/13 (9 days)
PAY PERIOD FOUR

Middle: Handbill on each teacher's individual attendance record so far and last year ___

End:
1. Enter absences into a spreadsheet ___
2. Compute pay period totals for ___
   a. each teacher ___
   b. total staff ___
3. Compute pay period percentage ___
4. Compute cumulative percentage ___
5. Solicit donations for breakfast ___
6. Arrange for student helpers ___
7. Arrange time and place for drawing ___

10/16 - 10/31 (12 days)
PAY PERIOD FIVE

End 9-Weeks (10/27):
1. Hold the drawing for bonus checks and put on continental breakfast ___
2. Compile Perfect Attendance list ___
3. Create congratulatory newsletter ___
4. Distribute newsletters to staff ___
5. Make perfect attendance certificates get student council president to sign ___
6. Oversee distribution of certificates and pencils to teachers ___

End:
1. Enter absences into a spreadsheet ___
2. Compute pay period totals for ___
   a. each teacher ___
   b. total staff ___
3. Compute pay period percentage ___
4. Compute cumulative percentage ___

11/1 - 11/15 (10 days)
PAY PERIOD SIX

Early:
1. Administer teacher post-test ___
2. Administer administrator survey ___
3. Statistically compare absenteeism percentages pre and post program ___
4. Statistically compare teacher pre and post test results ___
5. Statistically compare administrator pre and post test results ___
6. Write 'thank you' letters to merchants who donated food for the breakfast ___

Appendix H

Faculty Presentation

FACULTY PRESENTATION

xxxxxxxxxxxxxxx has the reputation of being one of the TOP schools in the state. We are one of only 5 Florida Technology schools, we were named a school of MERIT by the state and we reached for excellence in the R.E.A.P. evaluation and once again we were recognized as one of the best.

However, XXXXXXXXXXXXXXX also has a problem, a teacher attendance problem. It is not a huge problem, but the fact remains: XXXXXXX's faculty is only MEDIOCRE when it comes to attendance.

Our absentee rate for last year was 3.6%. That is above the national average for worker absenteeism. Our goal for this year then, is to at least match the national average of 3%. To do this each of you would need to reduce your annual sick leave usage by 1.5 days.

Because this is such a professional staff Mr. xxxxxxxx felt that you would be motivated to achieve that goal by simply being challenged to rid yourselves of the MEDIOCRE label. But to make your efforts a bit more fun and rewarding we have put together an INCENTIVE Program that I know you are going to enjoy...

Here's how it works: BEGINNING TODAY! everyone's name will be posted on this board (hold up the board) which will be hung in the main office. Your name will remain on the board until you use a sick day. At the end of the 9-weeks all the names that remain on the board will be put into a hat for a drawing. This is our own version of the Florida Lottery. The first name drawn will receive (hold up a big $100 bill) $100.00!!! The second name drawn will receive $75.00!! And the third name drawn will receive $50.00! The posting and the drawing is repeated every 9-weeks throughout the year. So if you have some illness during one 9-week period you can still get back into the lottery for the next 9-weeks period.

Funding for this project is coming from our principal's general school budget. This is his way of saying "Thank You". Not bad huh?? There will also be a few other small surprises coming your way during the year as well.

I would like to end by emphasizing to you that we are NOT, I repeat NOT - asking any of you to come to work when you are sick. We are asking you to please think twice about taking those one or two days that may not be really necessary. Your students truly need you. More and more research is confirming that teacher attendance has a strong statistical correlation to student achievement. One study found that a regular classroom teacher is 20 TIMES more effective than a substitute.

We hope that all of you will get into the competition and be lucky in the new 'Perfect Attendance' drawings.

HAVE A GREAT NEW SCHOOL YEAR !!!!!

Appendix I

Motivational Posters (A Sampling)

Teachers are absent 7.1 days per year at J.I.L.

this is above the national average

Student Acheivement is highly correlated with Teacher Attendance.

YOU
MAKE
A DIFFERENCE

After 12 Years of Service-

ACCUMULATED SICK LEAVE

*WILL BE BOUGHT BACK
*WITH NO LIMIT
*AT YOUR PRESENT RATE
*WHETHER YOU RESIGN OR RETIRE

Like Money in the Bank.

Appendix J

3-Year Attendance Tracking Calendar

3-YEAR ATTENDANCE CALENDAR 8/89-6/92

NAME _____ S.S.#_____

AUGUST 1989					SEPTEMBER 1989					OCTOBER 1989					NOVEMBER 1989					DECEMBER 1989				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6			1	2	3					1
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
28	29	30	31		25	26	27	28	29	30	31				27	28	29	30		25	26	27	28	29

JANUARY 1990					FEBRUARY 1990					MARCH 1990					APRIL 1990					MAY 1990					JUNE 1990				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2				1	2	2	3	4	5	6		1	2	3	4					1
8	9	10	11	12	5	6	7	8	9	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
15	16	17	18	19	12	13	14	15	16	12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
22	23	24	25	26	19	20	21	22	23	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
29	30	31			26	27	28			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29

****

AUGUST 1990					SEPTEMBER 1990					OCTOBER 1990					NOVEMBER 1990					DECEMBER 1990				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	1	2	3	4	5				1	2	3	4	5	6	7
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
27	28	29	30	31						29	30	31			26	27	28	29	30	31				

JANUARY 1991					FEBRUARY 1991					MARCH 1991					APRIL 1991					MAY 1991					JUNE 1991				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1					1	1	2	3	4	5			1	2	3					
7	8	9	10	11	4	5	6	7	8	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10	3	4	5	6	7
14	15	16	17	18	11	12	13	14	15	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	10	11	12	13	14
21	22	23	24	25	18	19	20	21	22	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	17	18	19	20	21
28	29	30	31		25	26	27	28		25	26	27	28	29	29	30				27	28	29	30	31	24	25	26	27	28

****

AUGUST 1991					SEPTEMBER 1991					OCTOBER 1991					NOVEMBER 1991					DECEMBER 1991				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6		1	2	3	4					1	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
26	27	28	29	30	30					28	29	30	31		25	26	27	28	29	30	31			

JANUARY 1992					FEBRUARY 1992					MARCH 1992					APRIL 1992					MAY 1992					JUNE 1992				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	2	3	4	5	6					1	2	3	4	5	6		1	2	3
6	7	8	9	10	10	11	12	13	14	9	10	11	12	13	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
13	14	15	16	17	17	18	19	20	21	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
20	21	22	23	24	24	25	26	27	28	23	24	25	26	27	18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
27	28	29	30	31						28	29	30	31		25	26	27	28	29	30	31				27	28	29	30	

****

USE AN "O" TO MARK SICK LEAVE USED

Appendix K

Attendance Data for 1989-1990

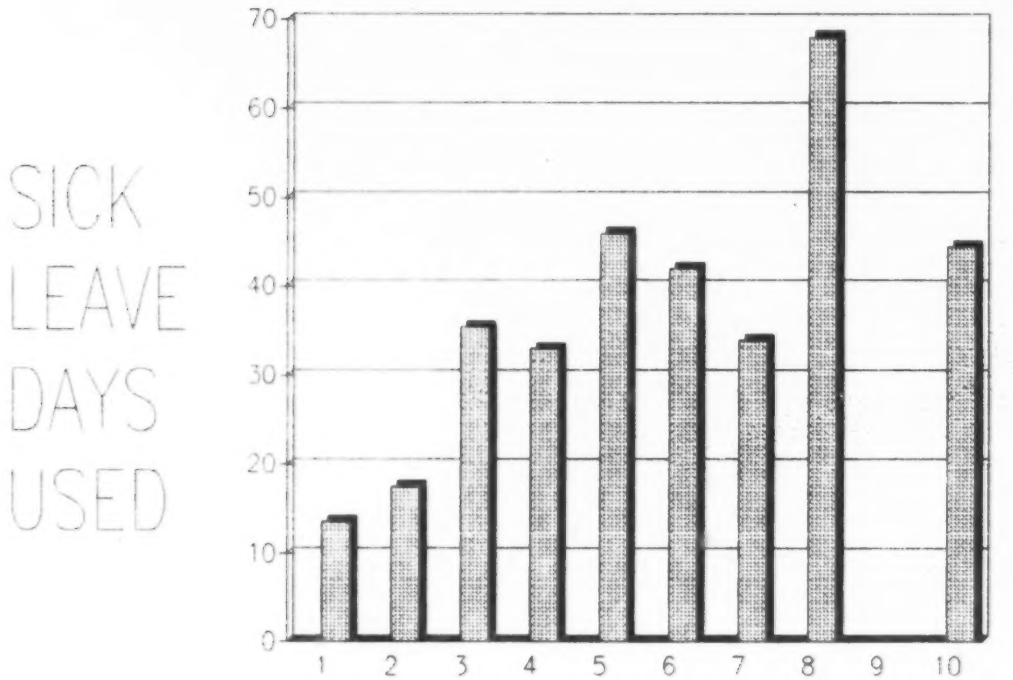
Appendix K

Attendance Data 1989-90

Pay Period	Sick Days Used	Days in Period	% of Days used	Cumm. %
1 (AUG)	13.5	9 (1251)	1.08	1.08
2 (SEPT)	17.5 (31)	10 (2641)	1.26	1.17
3 (SEPT)	35.5 (66.5)	10 (4031)	2.55	1.65
4 (OCT)	33.0 (99.5)	9 (5282)	2.64	1.88
5 (OCT)	46.0 (145.5)	12 (6950)	2.75	2.15
6 (NOV)	42.0 (187.5)	10 (8340)	3.02	2.25
7 (NOV)	34.0 (221.5)	8 (9452)	3.06	2.34
8 (DEC)	68.0 (289.5)	11 (10981)	4.45	2.65
9 (DEC)	00.0	0	n/a	2.65
10 (JAN)	44.5 (334)	9 (12232)	3.56	2.73

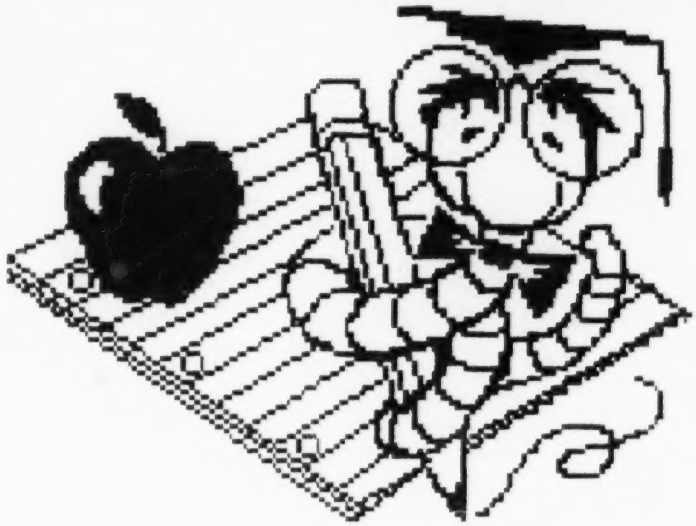
Based on 139 full time teachers:

TEACHER ABSENTEEISM
1989-90 SCHOOL YEAR
FIRST SEMESTER ONLY



Appendix L

Perfect Attendance Certificates



You Have

"Perfect Attendance"

That's FANTASTIC!

Thank You,

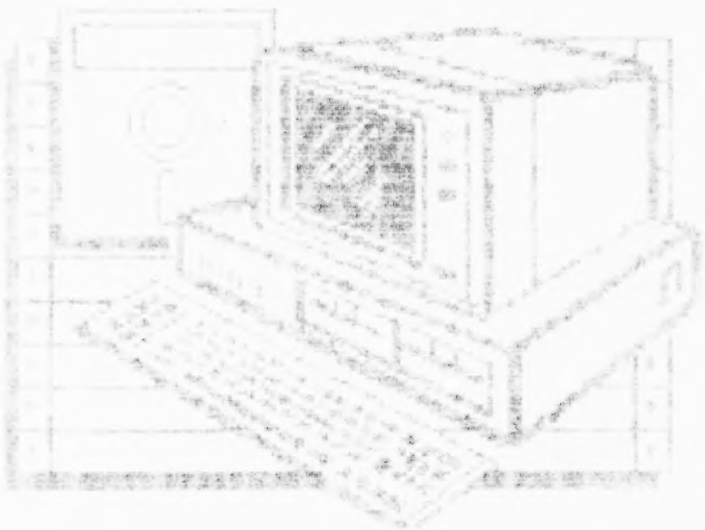
You Make a Difference!

SIGNATURE

DATE

PERFECT

ATTENDANCE



Appendix M

Congratulatory Newsletter

TEACHER ATTENDANCE IMPROVEMENT PROJECT
1989-90

P E R F E C T A T T E N D A N C E

CONGRATULATIONS TO OUR FIRST SET OF WINNERS!

FIRST PRIZE	($100)	KAY XXXXXXXX
SECOND PRIZE	($75)	TOM XXXXXXXXX
THIRD PRIZE	($50)	ANN XXXXXX

THE FOLLOWING PEOPLE DID NOT WIN THE DRAWING BUT THEY DID HAVE PERFECT ATTENDANCE FOR THE SECOND 9-WEEKS AND THAT MAKES THEM WINNERS TO US !!!

XXXXXXX, Rosalie
XXXXX, Lenny
XXXXX, Michelle
XXXXXX, Joe
XXXXXX, Diana
XXXXXXX, Diane
XXXXXXX, Dana
XXXXXXX, Bryan
XXXX, Frank
XXXX, Mike
XXXXXX, Don
XXXXX, Denise
XXXXXX, Richard
XXXXXXX, Mary
XXXXXX, David
XXXXXXX, Myrtle
XXXXXXXXX, Robert
XXXXXXXXX, Gina
XXXXXXXX, C.J.
XXXXXXXX, Catherine
XXXXXXX, Malvini
XXXXX, Marty

XXXXX, Jim
XXXXXXX, Pat
XXXXX, Kevin
XXXXX, Holly
XXXXX, Brenda
XXXX, Alfred
XXXXXXXXXXXXX, Susan
XXXXXXX, Sherry
XXXXX, Barbara
XXXXXX, Nancy
XXXXXXXXX, Lynn
XXXXXX, Angela
XXXXX, Hardy
XXXXXX, Warren
XXXXXXXXXXXXX, Kelly
XXXXXXX, Wilhelmina
XXXXXXXX, Laura
XXXXX, Ed
XXXXX, Joan
XXXXXXXXX, Dick
XXXX, Gary
XXXXX, Joe

XXXXX, Debra
XXXXXXXX, Orlo
XXXXXXX, Winifred
XXXXXX, Sharon
XXXXXXXXX, Tom
XXXX, Gretchen
XXXXXXX, Christy
XXXXXXX, Courtney
XXXXXXX, Scott
XXXXXXXXXX, Jack
XXXXXXXX, Gloria
XXXXXXXX, Joseph
XXXXX, Mary Ann
XXXXXX, Larry
XXXXX, Pamela
XXXX, Annie
XXXXXXX, Mary
XXXXXXXXXXX, Jerry
XXXX, Frances
XXXXXXXXXXX, Jake
XXXX, Theresa

Special Thanks go out to the following local merchants who donated food items for our continental breakfast. We all had a 'DELICIOUS' time.

DUNKIN' DONUTS (Palm Springs)

PUBLIX (Palm Springs)

ALBERTSONS (Lake Worth)

Our Attendance has improved by 20 percent !!!! EVERYONE is doing a fantastic job. The THIRD NINE-WEEKS DRAWING will be held April 6th.
KEEP UP THE GOOD WORK!

Appendix N

$100.00 Motivational Check

Appendix N

Could this be yours ????

Our-Town High School
100 25th Avenue N.
Lake Town, Fla. 33463

008701

Jan 26,_____ 19____

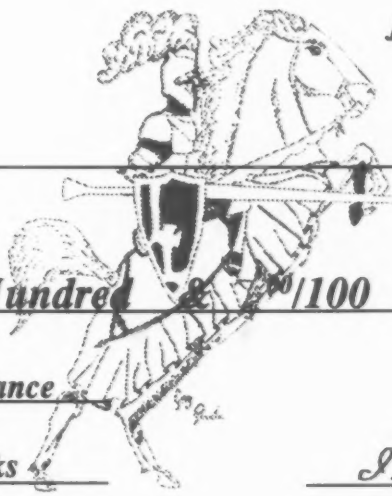
Pay to the
Order of _____ $ 100.00

One Hundred & 00/100 Dollars

For Perfect Attendance

First 9-Weeks

S. M. Principal



note: The above graphic has been scaled down in size to allow inclusion in this report.

Appendix O

Faculty Posttest Results

Teacher Pretest-Posttest Results

Question #	Pretest % of correct responses	Posttest % of correct responses	Difference gain or loss
1	17%	45%	+29%
2	72%	98%	+26%
3	64%	84%	+20%
4	6%	65%	+59%
5	69%	91%	+22%
6	13%	27%	+14%
7	87%	95%	+ 8%
8	28%	52%	+24%
9	28%	62%	+34%
10	23%	40%	+17%

Seven out of ten questions showed a gain of 20% or better.

pretest: 130 respondents
posttest: 92 respondents

Appendix P

Administrator's Survey Results

Appendix P

ADMINISTRATOR'S SURVEY RESULTS

RE: Teacher Attendance Improvement Project

Please circle the number that best corresponds to your knowledge of the 'Perfect Attendance' program.

(1). Teacher attendance data that was not previously available is now available as a result of this practicum project.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

4-(five) 3-(one)

(2). Computerized statistical data and record forms are housed in a convenient location and are easily accessible to me.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

4-(six)

(3). Record keeping forms have been developed and are available for my reference.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

4-(five) 3-(one)

(4). The record keeping system developed, in combination with the computer generated statistical data, appear to be an effective method of attendance tracking.

4-strongly agree 3-agree 2-disagree 1-strongly disagree

4-(five) 3-(one)

A total of 6 Administrators were surveyed.
A MEAN score or: 3.89 was attained.

Appendix Q

Attendance Data
First five Pay Periods of 1988-89

Attendance Data 1988-89
FIRST 5 PAY PERIODS

Pay Period	Sick Days Used	Days in Period	% of Days used	Cumm. %
1	12.0	8 (1144)	1.05	1.05
2	29.5 (41.5)	10 (2574)	2.06	1.61
3	32.5 (74.0)	10 (4004)	2.27	1.85
4	49.0 (123.0)	10 (5434)	3.43	2.26
5	61.5 (184.5)	11 (7007)	3.91	2.63
TOTALS	184.5	49 (7007)		2.63%

Based on 143 full time teachers

For this time period each teacher was absent 1.29 days.

Appendix R

Attendance Data
First five Pay Periods of 1989-90

Attendance Data 1989-90
FIRST 5 PAY PERIODS

Pay Period	Sick Days Used	Days in Period	% of Days used	Cumm. %
1	13.5	9 (1251)	1.08	1.08
2	17.5 (31)	10 (2641)	1.26	1.17
3	35.5 (66.5)	10 (4031)	2.55	1.65
4	33.0 (99.5)	9 (5282)	2.64	1.88
5	43.0 (142.5)	11 (6811)	2.81	2.09
TOTALS	142.5	49 (6811)		2.09%

Based on 139 full time teachers:

For this period of time each teacher was absent 1.025 days.

Appendix S

Summary of Program Effects

TEACHER ABSENTEEISM
XXXXXXXXXXXXXXX HIGH SCHOOL

FIRST QUARTER EFFECT OF
TEACHER ATTENDANCE IMPROVEMENT PROJECT
****

1988-89 SCHOOL YEAR	1989-90 SCHOOL YEAR
days considered: first 49	days considered: first 49
# of teachers: 143	# of teachers: 139
Available work days: 7007	Available work days: 6811
Sick Leave Used: 179.4 (actual days used were:184.5, above number has been adjusted to reflect the difference in the number of teachers between years)	Sick Leave Used: 142.5
percent of available days used as sick/personal leave: 2.62%	percent of available days used as sick/personal leave: 2.09%

A total of **36.9 Fewer** days were used this year.

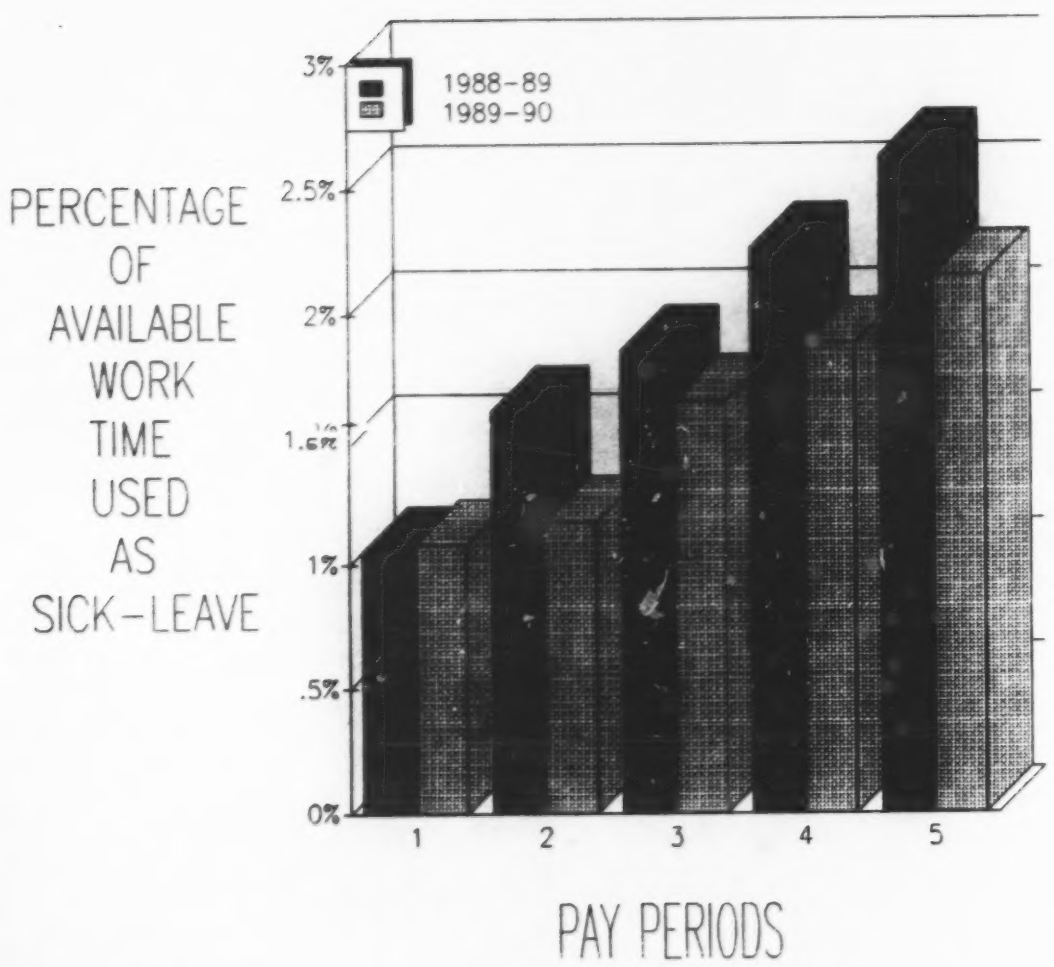
That is a **20% Improvement** over last year

Which translates into an approximate **savings of $2,800**
(assuming all days were covered by daily substitutes at an estimated average cost of $77 per day)

Appendix S

CUMULATIVE TEACHER ABSENTEEISM

FIRST FIVE PAY PERIODS
1988-89 & 1989-90



Appendix T

Project Cost Analysis

TEACHER ATTENDANCE IMPROVEMENT PROJECT

COST ANALYSIS
First Ten Weeks
****

Program Expenditures
****

1.	Bulletin Board	$ 30.00
2.	Supplies (tags, hooks, etc...)	20.00
3.	First Place Bonus Check	100.00
4.	Second Place Bonus Check	75.00
5.	Third Place Bonus Check	50.00
6.	Breakfast Supplies	25.00
7.	Breakfast Food Items	00.00
8.	Colored Paper	20.00
		*******
	TOTAL	$320.00

Program Savings
****

1. 36.9 fewer sick leave days @ $77/day for a substitute teacher	$2841.30

TOTAL Saved.....$2841.30
- TOTAL Costs.....320.00
****

GAIN $2521.13

Appendix U

REAP Report Commendations

SCHOOL CLIMATE

SUMMARY:

The Reach for Excellence Awards Program Visiting Committee observed John I. Leonard Community High School on February 5-7, 1990. The Committee validated the indicators for School Climate and agrees that the school has a strong emphasis on a purposeful, orderly, and cooperative school environment.

COMMENDATIONS:

The emphasis on academic excellence by the administration, staff, and students is demonstrated through ongoing positive communication vehicles including monthly parent newsletters, student newspapers, and faculty newsletters.

The availability and visibility of the administrative and guidance staff lead to an orderly and cooperative learning environment.

Clearly defined rules and policies have been cooperatively developed by students, parents, and faculty and are communicated regularly through meetings with administration, guidance, department chairpersons and handbooks.

* Teacher incentive programs encourage "perfect" teacher attendance and provide for unique teacher needs through flexibility with schedule assignments.

Parents confirm that the principal and administration are always available, and that teachers are consistently cooperative in meeting with or contacting parents. Parents indicate that they feel welcome to meet with staff members on a regular basis.

Subcommittee Chair

Visiting Committee Chair

EVALUATION

SUMMARY:

The Visiting Committee found the materials for this section well organized, conveniently located, and labeled for easy recognition. The Committee has validated all standards of excellence for evaluation. All indicators have been well documented.

COMMENDATIONS:

1. The faculty uses the automated gradebook to effectively monitor and inform students of cumulative progress at any time during the grading period.

* 2. The administration recognizes teachers for perfect attendance by providing recognition with monetary incentives and awards.

Moses Stubbs
Subcommittee Chair

Visiting Committee Chair

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991